1: Ammar E, I-5 (1951) 1954
MR13 Fellahin MR13
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where. In default of compliance or in the case of the continued absence of the child, its parents or guardian are to be notified, and are liable to fine or imprisonment.

These were the main laws governing the compulsory school in Egypt until 1948, and the village school was on a half-day basis up to that year, boys attending school in the morning, followed by the girls in the afternoon.[1] There are usually four classes in the school building and three other rooms, one for the staff and two for stores. The number of school-children during the year 1950–51 was 138 in the four classes. According to the official records the numbers of children of the compulsory school age for the last seven years were:

TABLE VI

Children of the compulsory school age in Silwa (1944–51)

Year	*Total*	*Boys*	*Girls*
1944	154	77	87
1945	98	50	48
1946	98	45	53
1947	97	48	49
1948	131	60	71
1949	47	26	21
1950	61	38	23
1951	77	51	26[2]

The school, however, has only places for 150 children of all ages, and thus there is scope for some parents to compete for appeal either to the Omda or the headmaster at the beginning of the year to exempt their children from schooling or to withdraw them on grounds of lack of space.

As to the staff, the school has between three and four teachers; two of them at present are from the village itself, and the teachers are either the products of al-Azhar, the theological University, or the Elementary Training College (four to five years' course). The main requirement for entrance to the latter at the age of fourteen is the memorization of half

[1] It is indicative of the male-female ethos that boys should attend school first, and even at present when the school is full, and the classes are mixed, the boys sit in the front, with the girls at the back of the class. This reflects the different sex norm guiding the behaviour of the villagers in comparison with mixed education in the modern Egyptian Universities where, for instance, girl students sit in the front and the male students sit behind them, yet there is no real mixing in the lecture rooms. The front rows are normally reserved for girls, and the general tendency is for the girls to keep to these rows.

[2] The number of children eligible for compulsory school in 1949, 1950 and 1951 is comparatively low because of the very high death rate amongst both children and adults between 1941 and 1943 as a result of the malaria epidemic.

1: Ammar E, I-5 (1951) 1954
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EDUCATION AND SOCIAL CHANGE

Mawlid Salma (Prophet's Life-story).

These books are usually obtained from an itinerary vendor, who occasionally visits the village. Amongst those who own books, three persons actually possess the bulk of the books found in the village: they are the Sheikh of the recognized 'Kuttab', a village school teacher, and an ambitious young man who owns a shop in the village at present, after having spent more than ten years in Cairo and Alexandria. Yet perhaps none of these people possess more than a dozen books.

As to the spread of the newspapers, there are ten persons in this community of over three thousand people who buy newspapers, although not regularly. They get them from a distributor travelling by local train. Three of the newspaper buyers are shopkeepers, while two others are teachers in the compulsory school. News naturally infiltrates to a large extent through reading aloud the news in the village gatherings, or through borrowing the newspapers. Up to 1951 there was no radio set in the village and, of course, no cinema, thus contact with the outside world, as far as these aids are concerned, was entirely absent.

The extent of literacy in this community could also be expressed in the number of people who have been to any school other than those educational institutions existing in the village (before the establishment of the primary school in the village). The following is a list enumerating all the boys and men who are receiving some kind of education outside the village:[1]

Nine boys in the primary school in Aswan (under 12 years old).

One boy in the secondary school in Aswan (14 years old).

Six boys in the Training College for Elementary Teachers in Aswan.

Two elementary school teachers who are actually teaching in the village compulsory school.

One higher education.

In analysing these educated people from the village, it is important to show the various incentives for their education. Four of those in the primary school and the elementary training college are cousins: the father of two of them is an Azharite and a teacher at the village school, and it is not surprising that he should send his two sons to school in Aswan. Two years ago, however, his younger brother quarrelled with him, and decided to vie with him at every turn, even in sending two of his sons to the same schools as those of his brother. Two of the other boys are sons of a relatively well-off woman who forced her husband to divorce her. She then married a younger man, and managed to keep her two sons under her custody by sending them to school and personally bearing the expenses incurred by their education in Aswan, as the father himself could not do so. One of the boys in the primary school in Aswan is the son of a blind man who possesses practically no land and on receiving aid (£E2 a month) for his disability from the Ministry of Endowment, decided to send his son to school.

[1] There are no village girls at all who have received or are receiving education outside the village compulsory school.